

Faculty Organization Meeting
April 19, 2019
1-3 pm
Hawthorn Hall 107
Minutes

1. Called to order at 1:00 pm.
2. Welcome back to Ming Gao – Susan Zinner
 - a. Welcome back to Ming! The faculty applauded. Susan showed a letter from Congressman Visclosky dated April 3, 2019 acknowledging receipt of a faculty petition in support of Ming.
3. Approval of Minutes: March 22, 2019 – approved without amendment.
4. President’s Report – Susan Zinner
 - a. UFC Meeting Report (Andrea Griffin): The UFC Meeting will be at IUPUI this coming Tuesday, April 23. The Policy Review Committee has been very busy. There are motions on the table to rescind old or irrelevant academic policies. A big issue is the question of adding a third rank for lecturers. The UFC sent out a survey on what the title should be for this third rank, but there was only a 22.4% response rate from faculty voters. 48% of respondents selected “teaching professor” as one of the top two, but 37% of respondents placed it in their fourth or fifth option. The committee prefers “teaching professor.” If this is approved, the new rank will be available in the 2020/2021 year. Faculty Question: Does the task force believe that faculty who apply for this third rank will need to have a terminal degree in their field? Answer: That was not discussed as part of this report. This is all to make lecturer ranks equal in number of promotions to tenure track ranks. Faculty Question: Is the report public or redacted? Answer: I suspect it will be public after the vote on Tuesday.
 - b. Susan plans to vote against the title “teaching professor” at the meeting, on our behalf. There is a great deal of variation of opinion on this subject from campus to campus.
 - c. The faculty organization election is complete. Thanks to Nicole Anslover, Stela Pudar-Hozo, and the Elections Committee for their work. The results of the election: VP Kris Huysken, Secretary David Parnell, UFC Rep Andrea Griffin, IU Northwest Council Representatives Bill Allegrezza and Ranjan Kini, All Campus P&T Representatives Crystal Shannon and Monica Solinas-Saunders.
 - d. The Dean’s Review Committees are moving forward. The chairs for the CHHS Committee are Iztok Hozo and the Dean of the School of Education, Mark Sperling. CHHS faculty members include Will Watkins, Monica Solinas-Saunders and Kim Olmos. The non-CHHS faculty member is David Parnell and the staff member is Diana Dicks. The chairs for the COAS Committee are

Surekha Rao and the Dean of the School of Business and Economics, Cindy Roberts. The faculty members of the committee are still being selected and the staff representative is Natalie Vega-Finn.

- e. The Teaching Pathways Committee has formed and received charge. At the next meeting this committee will be looking at Departmental, School, and College P&T Guidelines on teaching. Faculty Question: Last year President McRobbie asked campuses to look at community engagement as it may apply to promotion and tenure. Will that issue be considered with teaching excellence in this committee? Susan: It seems that these are separate issues. The Faculty Affairs Committee was asked to look at community engagements, but we did not hear anything after that. I think I dropped the ball on that. Faculty Comment: Perhaps a committee could consider both of these issues so they are not separate. Faculty Comment: Perhaps community engagement could be something that binds together teaching and research rather than being considered separately. Susan: Do you have any thoughts on how we could make sure that community engagement is included in this process? Faculty Comment: Community engagement should be considered at all levels in the teaching excellence document that was provided and can be considered as evidence of excellence. Faculty Comment: I think that is contrary to the definition of community engagement. Faculty Question: How do you see it fitting in if it does not count as excellence? Faculty Comment: It should not just be teaching. It should be part of research as well. Faculty Comment: This committee is only looking at teaching, so we can only consider how community engagement fits in with teaching. Comment: We can perhaps have the Faculty Affairs Committee look at how community engagement fits in with research. Faculty Comment: I think it could be a missed opportunity if we don't think about this in a broader context. Susan: This particular committee is looking specifically at excellence in teaching. Faculty Comment: The Faculty Affairs Committee should look into this issue of community engagement for our campus.
- f. Founder's Day: It has been suggested to the Executive Committee that there should be changes to the Founder's Day Teaching Award Committee. The Executive Committee discussed whether the chair should change every year, but thought this would be too much change. The committee will be charged in the fall with coming up with new general guidelines for the ward.

5. Chancellor's Report – William Lowe

- a. Congratulations to Tin-Chun Lin in Economics for receiving the Lieber Award for Distinguished Teaching last month in Bloomington.
- b. Congratulations to Mark Baer and the theater students for putting on A Doll House, which was a fine play.
- c. Congratulations to six colleagues who were promoted: Bill Allegrezza (English) to full, Jonathyne Briggs (History) to full, Micah Pollak (Economics) to associate, Doug Swartz (English) to clinical associate, Tia Walker (Chemistry) to associate, Chris Young (History) to full.
- d. Thank you to the One Book Committee for selecting a good book (*They Can't Kill Us Until They Kill Us*) that can be integrated into our courses next year.

- e. Budget Preparation: Thank you to the members of the Budget Committee for plugging away at this task. More information on next year's budget will be available at next week's Budget Hearings. Next year's IUN enrollments are projected to be slightly more favorable, with the possibility of seeing us stabilize our enrollment numbers. For budget purposes, however, we will probably project a small decline to be safe. Achieving stabilization will require a lot of hard work between now and the fall. Retention has to be our focus. Expenses, including university dues, health insurance, police department promotions, and faculty salary increases due to promotions, will go up next year. A decision on salary increases for faculty and staff will potentially be deferred until fall enrollment is known, in which case the salary increases would be made retroactively. Nobody should plan to wait and see who enrolls in August. Everyone should be trying to get current students to register for the fall semester now. Remind students that they do not have to pay their tuition early if they register early. Please help them get enrolled.
- f. The Chancellor will be retiring in July 2020, ten years after he arrived on campus. He plans to remain on the faculty and teaching part-time. He has been very proud to be chancellor. The faculty applauded. VP Applegate has been informed and will begin a search process.

6. EVCAA's Report – Vicki Roman-Lagunas

- a. The Salary Committee (Iztok Hozo and Bala Arshanapalli) is looking at our salaries compared to those at some of our peer institutions using CUPA data. Comparison with universities who offer bachelor and masters degrees at universities with roughly our budget and number of students. This came out to about 30 institutions. This data is broken down by beginning assistant, assistant, associate, and full professor and is further broken down by discipline. There is no data for clinical, so instead a comparison is being made with other regional IU campuses for clinical ranks and their difference to tenure ranks. Some faculty here at IUN are doing fine in these comparisons, some are doing better than average, and some are below average for what is expected according to this data. There will now be meetings with the deans of faculty who are below average, to try to determine why, and whether it is the result of compression or not getting raises because of performance. About one third of compression issues were resolved last year in this process. One thing learned is that women are not underpaid on our campus compared to our peer institutions. There are still some compression issues, so they will be further addressed when there is money available to do so. Faculty Question: How does the median salary on this campus compare nationally for each rank? Answer: The numbers on this campus are too small for discipline-specific comparisons. There are not enough individuals by discipline and rank for a median comparison. Faculty Question: How about comparison of the campus median overall? Answer: Again, this is hard to do because campuses are very different and the medians vary wildly. We are doing better at the assistant and associate levels than we are at the full. I think this speaks to starting salaries of assistants back when our current fulls were first hired. There is more to come on

this, and the administration is committed to this study. Faculty Question: Is this an issue that must be addressed only by this campus, or is this something that IU would help with? Answer: This is on our campus at this point and must come out of our budget with no help from IU. The Chancellor does not know of any other campuses that are looking at this issue in this way. Faculty Comment: I think we suggested this because we are rabble-rousers. Faculty Comment: We could offer to run the numbers for all the other campuses. We could charge them.

- b. Congratulations to John Novak, Cynthia O'Dell, and others as we have just received official notification that our AQIP Accreditation has been approved and we have no more work to do. This was a lot of work by a lot of people and special thanks to John and Cynthia for being at the helm. The faculty applauded. In the future, we will not be following the AQIP pathway for accreditation. We will be following the OPEN pathway, which will require fewer words and more data. This process will ask us to spend three or four years on a project that will improve the campus in some way. Our next comprehensive review will be in 2024. We will continue to collect data between now and then. Faculty Question: What happens if the project we create is not successful? Answer: We are the ones who control whether it is successful. We are required to put time, energy, and resources into it. As long as we try, we pass. It does not matter if the project succeeds in its original goal. John Novak: The project is separate from the comprehensive quality review; it is a different part of the process. Vicki: In my former institution, we had goals for every student and we had to prove that we were meeting these goals through program assessment. It was a four-year project that was faculty-led.

7. Update from Academic Ceremonies Committee – Jonathyne Briggs

- a. The 2019 Redhawk Induction Ceremony will have a changed date. Although the faculty representation at the induction ceremony the past couple of years has been strong, the student participation is low. Students who do attend induction ceremony seem to be retained at a high rate. It has been decided that the ceremony for 2019 will be on August 26, 2019. This is the first day of classes. The time will be 12:17pm. This will impact two class periods on that day: the 11:30 and the 1:00 period. This will primarily impact 100 and 200 level courses. 11:30 classes would meet as normal, but would be dismissed around 12:00 to allow students to attend the ceremony. The ceremony will last about 27 minutes. Cake and punch will be provided. Classes should resume around 1:30. Faculty Question: Why the first day of school? Answer: That is the day that students will be here. They don't seem to want to come on the Friday before classes start. Faculty Question: The first day can be kind of overwhelming. What about Wednesday or the second week of class? Answer: The first day can be kind of overwhelming, so we are hoping that the ceremony will provide something welcoming and nice during that day. Faculty Comment: I hope there will be signage on the first day to let them know what is going on and where to go. Answer: There will be faculty to tell them where to go, and the students will be told about this at new student orientations. Faculty Questions: Are there more new students on Tuesday or Monday? Answer: It's about 50-50. Faculty Comment: Maybe we could have two

ceremonies, one on Monday and one on Tuesday. Answer: In future years perhaps we will alternate between Monday and Tuesday.

8. Update from Academic Affairs Committee – Spencer Cortwright (See Attachment #1)
 - a. See the attachments provided to the faculty on two proposals for updating policies. The current wording (which dates to 2012) on the Academic Probation and Dismissal Policy is very daunting and may discourage students from seeking to get re-admitted if on probation or dismissed. The committee rewrote this language to make the wording a little more hopeful and encouraging. Consistency with language used at other IU campuses also was a goal. Faculty Question: Do we admit students who have gone to other universities and failed out? Answer: It is possible that someone might fail out at a different university because of life issues and we do not want to exclude them from entering here. Faculty Comment: Request to add “and unit” to the sentence on dismissal from the university. There is no time frame on how long a student has to raise their cumulative GPA above 2.0. Faculty Comment: There needs to be a semester or larger buffer to give re-admitted students a chance to raise their cumulative GPA or they are automatically re-dismissed. Faculty Question: What is the big deal? Why make them be dismissed at all? If they want to stay, it is an advising issue. Faculty Comment: It is a moral issue. It is inappropriate to ask them to continue to pay for classes if they have no chance of graduating. Faculty Comment: Perhaps the sentence on dismissal could be changed to “a student who has been reinstated.” Susan: We are going to table this subject because we do not even have a quorum to vote on this today, perhaps because of the holiday.
 - b. Policy on Combining Undergraduate and Graduate Level Sections: We realized there was no policy on this issue, so we took the common practice and wrote it up. Faculty Comment: How could additional exams over the same material turn a class into a graduate-level course? Faculty Comment: Perhaps the language could suggest that discipline-specific alternatives as appropriate could be added. Faculty Comment: This will impact on my enrollment because I am trying to combine a 200-level and a 500-level course. Faculty Comment: There is a big difference between a 200-level and a 500-level course. Perhaps you could make your course a 300-level course to make it fit this policy. Faculty Question: Is the equivalent course taught at a 300-level at other institutions? I would recommend just getting rid of the course and teaching it at 300-level. Faculty Comment: You are still taking a 500-level course, because it should have its own syllabus, so it does not matter what the course number it is cross-listed with has. Faculty Comment: Maybe the policy could just say what the work-level is of a graduate level course instead of specifying that the graduate work should be “in addition” to some work in the cross-listed course.
 - c. Susan: These policies will be sent back to committee and will be returned to Faculty Organization later.
9. Student Survey of Recent Graduates – John Novak

- a. This is a survey of our alumni at 1 and 3 years post graduation. This survey was a collaboration between Academic Affairs, Alumni Affairs, and Career Services. This was IUN's first attempt at this kind of survey. 1,252 alumni were contacted. 107 responded from the most recent year, and 80 from 3 years ago.
- b. 65% of graduates from a year ago had accepted new full-time positions, 80% from three years ago had accepted new full-time positions. The most frequently reported employers were in health care. Faculty Comment: It seems like this reflects a biased population of respondents from the survey, with a lot of nursing and CHHS students. Answer: It could, but even a lot of COAS graduates go to health-related fields.
- c. Average salary of a graduate was around \$42,000 a year.
- d. About two thirds of our students thought we prepared them well for their career. We rated less highly at providing "career preparation" – only 52% of students from three years ago said their education prepared them to find a job in their field. Only 54% were satisfied with their information about careers and job opportunities.
- e. 75-80% of graduates felt a sense of pride and believed our university had a good reputation in the region. Faculty Question: Isn't there a confirmation bias that mostly people who felt pride in their university would respond to the survey in the first place? Answer: Quite possibly. This is our university's first attempt to run this kind of survey.
- f. In open-ended comments, students stressed need for job experience and internships while at IUN. They also wanted more assistance post graduating with finding a job. We need to do more communication with students and alumni about what is available and what is currently offered. Respondents also wanted the university more involved in the community. The respondents also offered accolades and compliments of the school.
- g. This data has been disaggregated by college and will be sent out to the deans. This survey will take place every year going forward now. The time frame will probably be switched to 6 months and 3 years since graduation. This is part of an all-IU initiative to gather data about what is going on in the lives of graduates.

10. DFW Rate and Faculty Mentoring – Cynthia O'Dell

- a. At a recent Faculty Organization meeting, someone raised questions about FN and FNN and whether it counts in DFW rates. The short answer is yes they are. Since DFW rates are one of the metrics in looking at student success regarding teaching initiatives, this matters, since faculty have little or no control over students receiving FNN. A question to someone in VP Applegate's office has resulted in change at IU, and fast. The reporting software will now allow FN and FNN to be excluded from the count of DFW rates. Cynthia showed us the DFW Grade Distribution Report on the UIRR website. The website will show "heat maps" of grade distributions with DFW rates, which can exclude FN or FNN now for the first time. It also shows ZZ grades. Faculty Comment: A Z grade shows that the student will never complete a course but the instructor does not want it to appear as an F on their transcript. Cynthia: I was impressed that this was able to get

resolved so quickly and was excited to share it with you. Faculty Question: Have you done this by hand to verify the numbers? Answer: No, but UIRR is usually very accurate about this data. Faculty Question: Does this show only our data? Answer: No, it shows all campuses back to 2012. Faculty Comment: I was one of the ones who asked about FN and FNN in DFW rates, so thank you for looking into this and getting something to change so quickly. Faculty receive a report known as their grade distribution report. It does not look like this UIRR report. Will that also be changed as a result of this? John: It should. The two reports pull from the same database. This report is in tableau and the grade distribution report is probably pulling a report from UIEE, but uses the same database. Cynthia: So the distribution reports should now show the same results, but check them and see if they do and let me know if there is a problem.

- b. Faculty Mentoring: While disciplines and departments do mentoring, CISTL and Academic Affairs have partnered together to do a group-mentoring program for new faculty. This group meets a couple of times a semester to talk and connect new faculty to research on campus. This cohort will be kept together for the first three years. The new faculty chooses the subjects of the meetings based on what interests them. CISTL and Academic Affairs have been sponsoring more tenure and promotion information sessions this year than in previous years as well. The idea of these initiatives is not to replace discipline and department specific mentoring, but to supplement it.
- c. Block Scheduling: National studies show that students admitted on or after August 1 are at greater risk than students who are admitted in the spring before their first year. They decide to enroll late and also find it too late to get into the classes scheduled at good times. In an attempt to solve some of these problems, students admitted after August 1, 2019 will be advised into block schedules consisting of four classes most commonly taken by freshmen that will be at prime time slots. This will be accomplished by reserving half the seats in popular first year courses at prime time slots until August. Dean Hoyert will be the master of the block schedule and will create multiple versions of it. For IUN, students admitted from August 1 have traditionally not been retained at a high level, so we are going to see if this will improve our retention of these students.

11. Experiential Learning Transcript – Peter Zachocki

- a. Formerly called the REAL Transcript, it is now known as the Experiential and Applied Learning Record. This is a co-curricular transcript. It includes seven categories: Diversity, Global Engagement, Internships, Leadership, Research, Service, and Creative Expression. Our version would have to start with a Faculty Committee that would lay out the categories that our campus would use. This would be an official document, vetted by the university, which the students would use to augment their records. For example, they could download a pdf of this and add it into their LinkedIn account. In the future, they would be able to request this be printed out anytime their transcript was printed out. There is a form for requesting events and categories be added to the EALR. Faculty Question: When will this be available to IUN? Answer: It's available now, but we do not have any

examples of IUN using it yet. Faculty Question: How does this work? Answer: It does not take the place of any information currently documented on official transcripts. An event or process needs to be added using a form. Then the student's participation in the event/process gets added via a workflow process. Faculty Question: Why does an event have to be limited to one category? Answer: That is just the way it was conceived and designed, but an event/process could be added to two separate categories.

12. Tributes to George Bodmer – Doug Swartz and Alan Barr

- a. Doug's tribute (see Attachment #2).
- b. There was a proposal that these comments be added to the minutes. It was approved.
- c. Alan's tribute (see Attachment #3).
- d. There was a proposal that these comments be added to the minutes. It was approved.
- e. George said it has been an honor to work with us and with our students. The faculty applauded.

13. Old Business

- a. None presented.

14. New Business

- a. Ellen Szarleta: The Bicentennial Community Engagement Celebration is on Tuesday April 23rd starting at 1:00PM in the Bergland Auditorium.
- b. Latrice Booker: The Library is doing a pilot on Open Educational Resources (OER) in Spring 2020. Please contact her or Scott Sandberg if interested in participating.
- c. Susan Zinner: Please stay for a few moments and have some cake in honor of George.

15. The meeting was adjourned at 3:24 pm.

Attachment 1:

Proposals from the Academic Affairs Committee

Draft

Indiana University Northwest Policy on Combining Undergraduate and Graduate Level Sections

To maintain the integrity of the programs and degrees offered at Indiana University Northwest, the following policy has been established for combining undergraduate and graduate level sections.

Combining 300 and 400 level courses with 500+ level graduate courses: Only undergraduate courses numbered at the 300 or 400 level may be cross-listed with graduate level courses. In addition, the graduate level course (500+) should include additional assignment(s)/exam(s) supporting graduate level credit.

Draft Proposal

Indiana University Northwest Academic Probation and Dismissal Policy

To maintain the integrity of the programs and degrees offered at Indiana University Northwest, the following policy has been established to promote academic achievement and degree completion.

Undergraduate Students

Satisfactory Academic Standing: A student who maintains a cumulative GPA (cGPA) of 2.0 or higher is considered to be making satisfactory academic progress. Minimum GPA requirements may be increased at the privilege of an academic unit.

Probation: A student who has an Indiana University cGPA below 2.0 is placed on academic probation and continues on probation until their cGPA is 2.0 or higher.

Transfer students who have attempted one semester at another institution and whose incoming cGPA is below 2.0 will be placed on probation at the time of admission.

Probation with Impact: A student who is on probation and fails to earn a semester¹ GPA (sGPA) of 2.0 or higher will be placed on probation with impact. In addition, a first-semester student who receives any grade of FN or FNN, indicating they never attended or stopped attending any class, and fails to earn a cGPA of 2.0 will be placed on probation with impact.

Transfer students who have attempted two or more semesters at another institution of higher education will be placed on probation with impact at the time of admission, if they have 2 or more consecutive sGPA below a 2.0 and their incoming cGPA is below 2.0. Students remain on probation with impact until their Indiana University cGPA is 2.0 or higher.

Dismissal: A student on probation with impact who fails to earn a sGPA of at least 2.0 will be dismissed from the university.

A student who has been previously dismissed and who fails to raise their cGPA to 2.0 or higher will be dismissed from the University a second time. Re-admission after a second dismissal will be granted on an individual basis at the privilege of the academic unit.

Students who wish to appeal dismissal should consult their academic advisor regarding the appeals process.

Reinstatement: A student who is dismissed from the University and who wishes to re-enroll will be re-admitted to the General Studies program on probation with impact.

¹fall, spring, or combined summer sessions

A student who is dismissed from the University a second time may request readmission after an absence of at least one academic year, during which time it is recommended that the student should enroll at another post-secondary institution if they intend to attempt future readmission to IU Northwest.

Graduate Students

Satisfactory Academic Standing: A student who maintains a cGPA of 3.0 or higher is considered to be making satisfactory academic progress.

Probation with impact: A graduate student who has completed one or more IU Northwest GPA hours and has a cGPA below 3.0 is placed on Probation with Impact. A student on Probation with Impact remains on probation until their cGPA is 3.0 or higher.

Dismissal: A graduate student who is on probation with impact and fails to earn a sGPA of at least 3.0 or who fails to make significant progress to increase their GPA to 3.0 or higher will be dismissed from the university for a period of at least one academic semester. Graduate students who have been dismissed previously will be dismissed indefinitely.

Reinstatement Opportunities: A graduate student who has been dismissed may petition for reinstatement after a period of at least one semester and consideration will be at the privilege of the academic unit.

Attachment 2:

A Tribute to George Bodmer by Doug Swartz

When I first met George 27 years ago, it was easy to be a little put off by his seemingly gruff exterior. George had—and has (sometimes) something of a resting grouch face, but it doesn't take long for the many and varied features and facets of his personality to emerge: curiosity, concern, great care and integrity, and maybe the quickest wit of anybody I know. And it is this really complex person who has made such a wide-ranging and long-lasting mark on the English Department and Indiana University Northwest; it is this caring person who has thoroughly invested himself in his roles as teacher, colleague, scholar—and printmaker and cartoonist! (If you have not already, you should find his daily—daily!—cartoon blog, Oscar's Portrait. It will always make you smile and often make you laugh out loud and sometimes make you wonder what kind of crooked thinking arrives as this kind of thing.)

A lot of George's distinguished and distinctive 37 year contribution can be found in his development of our Professional Writing program upon his arrival and his teaching of the children's and adolescent and American lit courses, his awards for teaching and service, his extensive record of publication and scholarship which is widely known in the field of children's literature and illustration, his work on all sorts of committees, and his achieving the status of Full and Chancellor's Professor—and I will let Alan say more about that.

But I would like to focus on a couple of marks of distinction that make George just inimitable and irreplaceable. The first, essential for teaching and learning and scholarship, is his curiosity. George has a really attentive and retentive mind; he notices things and he knows things and, most importantly, he inquires about things within and beyond his areas of expertise:

geology, astronomy, fashion, sports ... He has often talked to me about something I had noticed but hadn't thought to think about and about the answer he had received to his inquiry.

George also has a deep affection for the books and pictures he has taught, and an endless capacity to lavish attention on them, again an essential element in meaningful academic work. One of the things that he has told me that he will miss most in retirement is the lack of scheduled occasions to reread and revisit his favorites: Melville's *Moby Dick*, Eliot's "The Love Song of J Alfred Prufrock," Gertrude Stein, Faulkner's *The Sound and The Fury*, The Captain Underpants Series. . .

Lastly, George has a great ability to take interest in all kinds of people, to find out who they are and what they care about, and to ask questions that allow others, students among them, to talk about what they know. He's also a master of witty thoughtfulness: he knows how to acknowledge the occasions of people's sickness or struggle with a card or a call. Two personal examples: when my son was 13, he fell off a ski lift and broke his right arm and leg. A couple of days later he got a get-well card in the form of a construction paper boy whose right arm and leg had been reattached with tape. A few years ago, I fell and broke my elbow, and it looked as though I would be in a sling for a while. Not to worry: a one-armed beer bottle opener arrived in the mail.

So there's so much to miss and so much to remember and celebrate: I can't imagine what an English department in the Fall without George (and Alan) will feel like!

Attachment 3:

A Tribute to George Bodmer by Alan Barr

As someone who very recently became part of a passing era, I want to talk about another immanent relic, a wonderful relic, George Bodmer.

I first met George thirty-seven years ago. I was the chair of the English Department search committee and he was a candidate coming for interviews. I suggested we have dinner the evening before his campus visit. I mentioned the area around Evanston and the northside of Chicago as a reasonable location. He very generously (at the time) did not comment on my weak sense of Illinois geography; he would be coming from Normal and it was hardly a direct route for him to pass through Evanston. It was much worse than ignorance. Indifferent to the logistics, I had simply decided, maps be damned, a nice Chinese restaurant on the Chicago border was just the convenient place.

The meal and the interviews went well, and George was soon on his way to becoming an important, influential part of the university.

Though he was originally slated to teach professional writing, after two or three years of straightening that course out and being mercilessly inundated with compositions, he soon became the mainstay in our programs in American and Children's literature. He showed himself to be a much-lauded teacher, respectful of students, open to their views and concerns—as their comments and evaluations made clear over the years. Students regularly come by with fond recollections of his classes.

But more compelling than the story of a faculty member's evolution across courses, is the stature George has achieved as a member of the campus community. As president of the Faculty Organization, chair for sixteen years of the English Department, chair of the Faculty Affairs

Committee, frequent member of the Executive Committee and of numerous P & T committees, he has been one of the most respected members of the university. We served together on numerous committees; he was a pleasure to work with. His observations, sometimes sharp, as in to the point, were characterized by pertinence, integrity, and—not least of all—wit. He was good to listen to. His promotion to Chancellor’s Professor was entirely appropriate—reaffirming.

That he could be so active and effective while pursuing a second life as an artist is bewildering. This other very productive life includes not only exhibitions, but the regular, nightly posting of drawings on his blog—2433 at last count, with no sign of slacking off. Looking at a group of these daily postings (let’s say forty or fifty) conveys the extent of his alertness and imagination, whether it be a new take on what black holes look like or an alternative to Fox’s conception of building a wall.

(He also sees movies!)

I have often commented on how much I enjoyed the quality and congeniality of my colleagues. George was right at the top of the list of those who made campus life rich. He was certainly someone who enlivened my academic experience.

His is a voice that I imagine will be missed in these halls, and in these meetings. He is smart, curious, a fount of information, observation—and criticism, sometimes acid, but never saccharine. He is fun. I can at least look forward to dinners on the border of Evanston and Chicago.